



HEALTH AND RELATIONSHIPS POLICY

(Personal, Social, Health, Relationships and Economic Education)

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MAYFIELD PRIMARY SCHOOL
MAYFIELD ROAD, OLDHAM, OL1 4LG

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Introduction

PSHRE, including Health and Relationships Education, at Mayfield, is an embedded part of our broad and balanced curriculum. Our PSHRE and Health and Relationships Education curriculum has been designed to build and broaden children's knowledge and understanding, allowing our children to have a good understanding of the importance of quality relationships, positive health and well-being, so they can thrive throughout their lives. To embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Our PSHRE curriculum is underpinned by a teaching and learning approach that incorporates three key fundamental core strands; Health and Wellbeing, Relationships and Living in the Wider World. These elements intertwine to support pupils to be healthy, sociable, safe and prepared for modern life. Our PSHRE curriculum incorporates health education, relationships education and economic wellbeing and careers. The PSHRE curriculum covers all aspects of statutory PSHE and RE knowledge. It is designed to integrate topics both vertically (looking at consistent aspects of PSHRE in each year group) and horizontally (building continuous knowledge and skills throughout a year group).

Health and Relationships Education

Health and Relationships education is embedded within the PSHRE curriculum and is a statutory requirement from the Department for Education as of September 2020. Through the teaching of Health and Relationships Education, we aim for our pupils to make safe and informed decisions both now and in their future lives. The statutory elements of Health & Relationships Education are mapped against the PSHRE Association's scheme of work in order to ensure adequate coverage and progression.

Subject content:

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Changing adolescent body

The intended outcomes of our programme are that pupils will:

- Know how to access appropriate support safely both in school and in the wider world for themselves and others when needed.
- Know and understand what a relationship is, what friendship is, what family means and who can support them.
- Understand that they have a responsibility to behave appropriately and respectfully online and know how to keep themselves safe.
- Understand they have a responsibility regarding permission seeking and giving and the concept of personal privacy.
- Develop the skills of consideration, respect, honesty, courage, integrity and truthfulness.
- Develop the attributes of perseverance, generosity, humility, self-respect and self-worth.
- Know the difference between appropriate and inappropriate or unsafe physical and other contact.
- Have a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also assist them in recognising unhealthy or less positive relationships if or when they encounter them.
- Recognise that families of many different forms can provide a nurturing, loving environment for children.
- Understand ways to positively influence their own and others' emotional and mental well-being.
- Know that they have a right over their own body and understand how to seek support when needed.
- Make good decisions about their own health and wellbeing (both mentally and physically).
- Understand the benefits of daily exercise, good nutrition and sufficient sleep.
- Know and understand the typical range of emotions that everyone experiences.
- Be aware of simple self-care techniques, personal hygiene, basic first aid and the prevention of health and well-being issues.
- Understand that hobbies, interests, socialising with others and participation in their own communities can promote good health and well-being.
- Gain an understanding of the benefits and risks associated with the 'online world' and recognise the importance of rationing time spent online.

Curriculum Intent

At Mayfield, we recognise the importance of preparing children for their future in terms of their next phase of learning and their subsequent growth into becoming conscientious adults. We believe in the importance, and significance, of children being aware and having a secure understanding of PSHRE, including Health and Relationships Education, which supports them to be healthy, safe and prepared for modern life. Today's young people are growing up in an increasingly complex world which presents many positive opportunities, but also challenges and risks. They need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

With this in mind, Mayfield offers high quality, evidence based and age-appropriate teaching of PSHRE, thus preparing our children for the opportunities, responsibilities and experiences their life will bring. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Mayfield Primary and also into their further education and beyond. Using a consistent approach across all the year groups, children will acquire key skills that not only supports them when learning about PSHRE, including Health and Relationships Education, but also holistically through the entire curriculum. We want children to have high aspirations and be able to take control of their own destinies. We believe that by giving our children the right tools, and the opportunity to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities, they can go on to achieve great things.

The intended outcomes of our programme are that pupils will:

- Know and understand the importance of family, the characteristics of a healthy family life and that others' families sometimes look different to their own.
- Understand the importance of friendship in making us feel happy and secure, the characteristics of friendship and how to recognise who to trust and who not to trust.
- Understand they have a responsibility to respect others, even when they are very different from them.
- Develop the skills of courtesy, manners, and mutual respect.
- Understand the importance of self-respect and the link with their own happiness.
- Develop the attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice.
- Develop resilience and persevere despite set back.

Implementation

At Mayfield, PSHRE, including Health and Relationships Education, is taught through the PSHE Association Programme of Study and its Programme Builders. This is a comprehensive programme including Statutory Relationships and Health education based in a spiral, progressive and fully planned scheme of work giving children relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others. We also supplement our lessons with the 'Jigsaw' curriculum resources. Biological aspects of PSHRE are also taught through the Science curriculum, and other aspects of PSHRE are included in Religious Education. Our approach ensures depth, accurate subject knowledge, detailed planning and building on prior learning.

The PSHE association programme of study consists of 3 themes. These are: Health and Wellbeing, Relationships and Living in the Wider World which follow the statutory guidance. Whilst this framework distinguishes three separate core themes, there is extensive overlap. For example, 'Families and Relationships' falls within both 'Health and Wellbeing' and the 'Relationships' themes, this should always be considered as an element of health education and taught within the context of healthy relationships.

Each year group studies each of the 3 themes throughout the year. These themes build sequentially though the school and a spiral curriculum helps to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. The

teaching of PSHRE, including Health and Relationships Education, is planned explicitly within each year group, using the PSHE Association Programme Builders, so that children learn more, remember more and understand more.

During Key Stages 1 and 2, our PSHRE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation Stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. Our PSHRE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Curriculum Impact

Through our teaching, children will learn more, know more and remember more about PSHRE, including Health and Relationships Education. By the time our children leave school they will have a ready willingness and ability to try new things, push themselves, persevere and reach their full potential. They will have a good understanding of how to stay safe, healthy and develop good relationships, to have an appreciation of what it means to be a positive member of a diverse and multi-cultural society and to have a strong self-awareness interlinked with compassion for others.

At Mayfield we feel it is important that learning in PSHRE education is assessed. The DfE also states in the statutory guidance for Relationships and Health Education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas", therefore assessment for and of learning should be central to any PSHRE education provision.

Our pupils need opportunities to reflect on their learning and its implications for their lives, therefore outcomes in Topic and Literacy books, and on Learning Book in EYFS, evidence is broad, balanced and in-depth. Our PSHRE Education curriculum will demonstrate children's acquisition of the key knowledge and skills gained. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned, comparative to their starting points, at the end of every topic. Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning. Emphasis is placed on analytical thinking, questioning and reflection which helps pupils gain a coherent knowledge and understanding of their personal journey through the PSHRE curriculum. PSHRE, including Health and Relationships Education, is also promoted through themed weeks, cross curricular activities and assemblies.

How will we ensure the curriculum is relevant for our children?

The specific needs of our children will always be at the forefront of our curriculum design. The PSHRE, including Health and Relationships Education, curriculum is frequently reviewed and amended to reflect any issues that arise both globally and within our community, especially those that are personal or relevant to our children and families. To further ensure that our

programme is thorough and well balanced we will analyse and consider local data (including public health data) and school information such as CPOMs, attendance, behaviour records, the school health profile, Health Needs Assessment Surveys and the school's NCMP weighing and measuring data for Reception and Year 6 pupils. This information will be used to personalise the opportunities that we provide. As stated by the DfE, we will consistently ensure that our content and approach to teaching is 'sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law'.

How PSHRE, including Health and Relationships Education, is taught

In the classroom in a timetabled session each week, and as part of the broader curriculum

- Through cross curricular subjects such as RE, Science, Geography, History, Computing, Maths, PE, English.
- In class and whole school assemblies – as appropriate for class, year group and key stage.
- On school visits and residentials, and visitors to school.
- Through curriculum enrichment (e.g. Anti-bullying Week, Internet Safety Week, Children's Mental Health Week, Sports Day, raising money for school and charities, taking part in local community ventures).
- Through PSED, Physical Development and Understanding the World within the Early Years curriculum.

How we teach PSHRE, including Health and Relationships Education, across the curriculum

PSHRE, including Health and Relationships Education, is taught in all year groups through relevant topics during an allocated session each week. We make cross-curricular links to other subjects where possible:

- **Science and PE** - healthy lifestyles including eating, sleep, physical activity and hygiene, mental health and wellbeing, our bodies including naming the body parts and exploring safe touch, lifecycles, body changes
- **Geography** – caring for the locality - litter/pollution, supporting charities such as Water Aid and The British Heart Foundation, representing the class as School Councillor, road safety, current issues in the news
- **English** - using stories to consider issues related to relationships and health, as well as discussions about topical issues
- **RE** - includes many aspects related to relationships, families, diversity, self-awareness and celebrating difference
- **Computing** – staying safe online, online relationships, screen time, mental health and wellbeing
- **School Council** – democracy, developing communication skills, cooperation, respecting the views of others, accountability and citizenship.

Visitors who are used to enhance our PSHRE programme may include parents/carers, the School Nursing Service, the Emergency Services, health professionals and visiting theatre

groups. All visitors are expected to work within the terms of this PSHRE Policy and will be made aware of safeguarding procedures.

PSHRE Long Term Overview									
	HT1			HT2			HT3		
Year 1	What is the same and different about us?			Who is special to us?			How can we look after each other and the world?		
	R	LWW	H&W	R	LWW	H&W	R	LWW	H&W
Year 2	What makes a good friend?			What helps us grow and stay healthy?			What jobs do people do? Where do we belong?		
	R	LWW	H&W	R	LWW	H&W	R	LWW	H&W
Year 3	How can we be a good friend?			Why should we eat well and look after our teeth?			What makes a community?		
	R	LWW	H&W	R	LWW	H&W	R	LWW	H&W
Year 4	How do we treat each other with respect?			How can we manage risk in different places?			How can we manage our feelings?		
	R	LWW	H&W	R	LWW	H&W	R	LWW	H&W
Year 5	How can friends communicate safely?			What decisions can people make with money?			What makes up a person's identity?		
	R	LWW	H&W	R	LWW	H&W	R	LWW	H&W
Year 6	How can we keep healthy?			How do we grow?			How can the media influence people?		
	R	LWW	H&W	R	LWW	H&W	R	LWW	H&W

Key

R - Relationships

LWW - Living in the Wider World

H&W - Health and Wellbeing

Early Years Foundation Stage (EYFS)

PSHRE, including Health and Relationships Education, is placed at the heart of the Early Years curriculum. From the moment our children enter Early Years, they are provided with experiences that nurture them and help them to grow into respectful, kind, and thoughtful individuals. In the Early Years, our children form the foundations of their understanding of relationships, families, boundaries, negotiation, resilience, emotions, well-being, health and self-care. 'Personal, social and emotional development' is one of the prime areas of learning within the Early Years curriculum and specifically aims to teach the children about 'self-confidence and self-awareness', 'managing feelings and behaviour' and 'making relationships'. 'Health and Self-care' is another of the prime areas of the curriculum which aims to equip the children with further independence through developing their abilities to feed themselves, get dressed and undressed, communicate and manage their needs and basic hygiene, and know ways to keep themselves healthy and safe. When planning for the specific area 'People and Communities', teachers ensure that the children are taught to respect, value and celebrate differences amongst communities and traditions, and recognise that although many families are different, they are all centred around love.

Children learn through whole class teaching, adult led activities and most importantly through play. Within their play and exploration, children are equipped with the skills to turn take, negotiate and express themselves effectively. They are encouraged to persevere and persist when faced with challenges and develop the skills and confidence to trial new ideas until they are successful in achieving their goals. They are taught to listen to and value the views and

wishes of others whilst recognising the significance of sharing their own thoughts and ideas. Although PSHRE, including Health and Relationships Education, is interweaved into all elements of the Early Years experiences, PSHRE is also taught as a discrete subject on a weekly basis, using the PSHRE Association scheme of work and other age-appropriate, high-quality resources which address specific needs.

Opportunities to promote PSHRE, Health and Relationships Education, SMSC and British Values throughout the school

In addition to the explicitly taught programme, there are a number of activities that implicitly promote PSHRE, Health and Relationships Education and Citizenship.

For example:

- Developing pupils' confidence and responsibility and making the most of their abilities e.g. positive rewards system, target setting and class responsibilities.
- Preparing to play an active role as citizens e.g. school council, community projects, developing class rules and charity work.
- Developing a healthy, safer lifestyle e.g. walk to school week, lunch time clubs, monitoring school meals and teaching playground games as our 'class buddies'.
- Developing good relationships and respecting the differences between people e.g. celebrating different cultures, whole school celebration days and RE.

Whole School Approaches

Many activities form part of our school routine that help promote children's self-awareness, self-esteem and confidence.

These include:

- Celebration assemblies, where awards are given, and achievement recognised.
- Displays of work that help to promote personal pride and celebrate achievements.
- Taking part in class assemblies, concerts and school performances.
- Assemblies, though not all necessarily PSHRE based, regularly encourage children to reflect, contemplate, share and appreciate the quality of relationships, within our Mission Statement 'Learn from yesterday, Live for today, Hope for tomorrow'.
- The management of day-to-day incidents, which provide opportunities to raise awareness, explore issues and generate improvements to future behaviour.
- Clubs, trips and school journeys, which foster independence and responsibility across the whole school community whilst supporting mental and physical health and wellbeing
- Fund raising, local issues, recycling, charity week, visits to service providers, people who help us etc., which help to provide important links with the community and develop community involvement. Children can learn how to become helpfully involved in the life and concerns of their neighbourhood, preparing them to be active citizens.

School Council

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) states that children must have a say in decisions that affect their lives. The School Council is a key element in the development of Citizenship within the school and allows the children an opportunity to voice their opinions, knowing that these are valued and respected. It is recognised that these views and opinions are an essential part of the continued progress and improvement of the school.

A school council representative is elected from each class by their peers and are required to attend each meeting. The School Council encourages all children to take an active role in the life of the school by allowing them the chance to ask questions, share ideas, make suggestions, raise issues and ideas for formal discussion. It also enables children to be involved in the school's decision-making process and whenever reasonable, new ideas and initiatives should be put to the School Council for their input. Whilst providing children with a voice, the school council also increases participation and teaches children about democracy and accountability.

To ensure that the pupils' ideas are listened to and are properly considered, a 'link teacher' is assigned to the school council.

The link teacher ensures that the council is operating effectively and fairly. He/she also ensures staff are aware of the issues currently being debated by the Council and can put forward ideas or concerns raised by staff.

To ensure the School Council runs efficiently all staff should:

- Allow class time for the class representatives to feed back to the pupils as soon after each meeting as possible.
- Allow time for all children to put forward their ideas and views.
- Allow class representatives to attend all meetings.

Who is responsible for the teaching of PSHRE and Health and Relationships Education?

PSHRE, including Health and Relationships Education, is taught by teachers and supported by teaching assistants / pastoral staff. Teachers responsible for the delivery of PSHRE will receive high quality training through specific CPD opportunities. Where external contributors are used to supplement and enrich pupils' learning, a member of teaching staff will always be present and will be expected to take an active role in the session.

SEND, Inclusion, Equality and Diversity

In line with the Equality Act 2010, we promote the needs and interests of all pupils, regardless of gender, sexual orientation, culture, faith, race, disability, or personal circumstance by teaching our children to respect and celebrate difference and recognise the importance of equality. The delivery and approach to the teaching of PSHRE, including Health and Relationships Education, is adapted and differentiated wherever needed in order to meet the needs of all children, including those with special educational needs. All children will be given

a voice in which to express their thoughts and feelings, share their concerns or ask questions. Teaching will always take into account ability, age, development, cultural background and those with English as an additional language to ensure that the provision is fully accessible to all of our children, providing equal opportunities. We are respectful of our pupils' unique starting points and ensure our planning and teaching reflect this in order to build on prior learning. We offer challenge to our more able pupils through questioning and expected outcomes, ensuring they are well practised in the skill of reflection. Whilst ensuring we promote and celebrate diversity through all aspects of school life, we will also use PSHRE as a vehicle to address this.

Support for vulnerable or 'at risk' pupils

Vulnerable or 'at risk' pupils will be specifically considered within the planning and delivery of PSHRE, including Health and Relationships Education. All teachers will take into account the needs of their individual pupils, ensuring they offer further one to one support where needed in a sensitive and confidential manner. Teachers know their pupils and families well and will use this to ensure they consider issues and topics, which may be particularly sensitive to individual pupils. The approach and delivery will then be adapted to ensure their needs are met and all pupils achieve the best possible outcomes. In addition to this, teachers will use behaviour records, parent conversations, discussions with link professionals and CPOMs (safeguarding records). Where any safeguarding or wellbeing concerns are raised through the teaching of PSHRE, all staff will follow the safeguarding procedures as outlined in the safeguarding policy.

The role of the Headteacher and Local Committee (our 'Governing Body')

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the Local Committee should also make sure that:

- All pupils make progress in achieving the expected educational outcomes in regard to PSHRE.
- PSHRE is well led, effectively managed and well planned.
- The quality of PSHRE provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents / carers on the subject content and the right to request that their child is withdrawn.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The headteacher liaises with any external agencies regarding the school PSHRE and Health and Relationships Education programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Parents / carers must also be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits. Parents / carers will have access to the policy via our website or school office.

Confidentiality and Safeguarding

Keeping children safe is at the heart of this subject and all that we do at Mayfield. Although our children's confidentiality is respected at all times, where a child discloses information of concern or indicates that they are vulnerable or 'at risk', further action will be taken. This will involve information sharing with the school's designated safeguarding lead (in their absence, this will be the deputy safeguarding lead) and other agencies will be informed where appropriate. Children are specifically taught about how to raise a concern about himself or herself, or their peers, and are made aware of how this will be managed. If a child indicates that they may be vulnerable or at risk, the school's safeguarding policy will be followed. Please refer to the safeguarding policy.

Responding to Pupils' Questions

At Mayfield, we encourage our pupils to become inquisitive learners and greatly value their questions. We understand the importance of ensuring questions are addressed as soon as possible within a safe learning environment to avoid our pupils from searching for answers using unreliable sources. However, we recognise the importance of consideration towards prior learning and readiness when answering these. Where necessary, when sensitive questions are asked, pupils will be advised to write their question down and place it in an 'Ask-it- basket'. If the teacher or visitor is unsure whether to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". Where necessary, pupils will be supported by an adult to write the question, with the pupil still placing it in the basket. Where necessary, staff will consult with SLT regarding how to answer the question. The decision may be:

There needs to be a safeguarding response.

- Contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership.
- The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson.
- If necessary, parents will be informed of the question their child has asked so that they are able to continue to support their child at home.

Pupils will also be encouraged to use the 'Brave Box' if they do not feel comfortable with raising questions in an open setting. If a safeguarding issue is raised by an anonymous question, we will reinforce as a whole class, the ways in which pupils can seek help or advice if they feel unsafe or worried. In addition, they will be reminded that disclosures will be kept as confidential as possible (others will only be informed on a 'need to know' basis, in line with the safeguarding procedures). Children will be reminded of the role of the school in helping to keep them safe. Safeguarding issues or disclosures will be addressed by following the school safeguarding policy.

Partnership with Parents / Carers

As stated by the Department for Education, we recognise that 'parents have the most significant influence in enabling their children to grow and mature and to form healthy relationships'. At Mayfield, we are committed to working with parents and carers. We

exercise an 'open door' policy that enables parents / carers to raise concerns or queries with staff at any time. We will communicate with parents/carers around any sensitive questions that are asked through a phone call or discussion at the end of the school day where necessary. We recognise that the teaching of PSHRE, including Health and Relationships Education, can raise and address sensitive issues and we will support our parents where necessary by offering 1-1 sessions with our school safeguarding lead or member of our pastoral team and through regular communication with the class teacher. We encourage parents/ carers to discuss PSHRE and Health and Relationships Education topics with their children at home and parents are made aware of the current theme through the school website and newsletters. Where appropriate, parents/ carers are directed to external information and guidance materials from relevant organisations, which can be explored with their children.

Monitoring

The PSHRE subject leader, in regular consultation with the senior leadership team, is responsible for the overall monitoring of PSHRE, including Health and Relationships Education. The subject leader will continuously assess and review the effectiveness of teaching and learning within PSHRE, including Health and Relationships Education, through:

- Lesson observations with feedback to teachers
- Looking at samples of pupils' work.
- Looking at annotated plans.
- Discussions with individual children (pupil voice).
- Evaluating visits / enrichment activities.

The specific needs of our pupils are regularly revised through liaison with the safeguarding lead and class teachers and analysis of the school health profile. This informs planning and the additional enrichment opportunities which are provided for the children. Pupil voice is also used to review and tailor our PSHRE and Health and Relationships Education programme to match their specific needs and views where possible.

Recording

Learning is recorded in a variety of ways. This includes:

- PSHRE work in our knowledge and understanding books.
- Displayed work.
- Photographs.
- Videos

Staff are expected to ensure that each PSHRE lesson is evidenced using one or more of the above methods.

Assessment

As with all subjects at Mayfield, there remain high expectations and standards regarding pupils' work in PSHRE and Health and Relationships Education. Where possible, a pre-assessment/ baseline task is set at the beginning of PSHRE lessons in order to determine

pupils' prior knowledge. This will assist teachers in making effective judgment about personal development and progression within learning. 'Assessment for Learning' strategies are used throughout the series of lessons, including structured questioning, mini plenaries and written and verbal feedback. A post task could then be used at the end of the lesson or series of lessons in order to evidence progress and inform future planning and learning. This also assists in identifying pupils who require additional support or intervention. The post task may involve repeating the baseline task (for example adding to a mind map using a different coloured pencil). Varieties of methods are used in order to capture progress, which include self-reflection and evaluation. Pupils are given regular feedback in relation to their progress and areas of development and exercise books are marked in line with school policy.

Who is responsible for implementing this policy?

The following people will be responsible for implementing this policy:

- Key PSHRE Governor –Ms C Fielding
- Head teacher – Mr M Couper-Barton
- Curriculum Leads – Mr J Stevens / Mrs S Davies
- PSHRE lead teacher – Mrs G Ellidge
- Support staff, including lunchtime supervisors
- Parents/Carers

Documents that inform this policy

- Education Act (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2022)
- Children and Social Work Act (2017)
- SEND Code of Practice: 0 - 25 years (statutory guidance)
- The United Nations Conventions on the Rights of the Child (1989)
- DfE statutory Guidance on Health and relationships Education (2019)
- PSHE Association Programme of Study/ A Guide to Assessment in Primary PSHE Education
- Ofsted's review into Sexual Abuse and Harassment (2021)

Please also see the following school policies:

- Safeguarding
- Online Safety
- Confidentiality
- Behaviour and Anti-Bullying
- Bereavement
- Equal Opportunities
- SEND Policy